77 - THE SCHOOL PROMOTING A CIVILIZING PROCESS IN THE DEAF STUDENT INCLUSION IN THE PHYSICAL EDUCATION CLASSES

ELIANE MARIA MORRIESEN1 – eliane.m.morriesen@gmail.com
JULIANE RETKO URBAN2 - juretko.urban@gmail.com
DÉBORA BARNI DE CAMPOS3 - debarni@hotmail.com
ANTONIO CARLOS FRASSON4 - ancafra@gmail.com
1,2,3,4Technological University Federal of Paraná- Campus Ponta Grossa – Brasil

doi:10.16887/87.a1.77

1. Introduction

The education must be in everybody's reach independent of ethnicity, genre, age, disability or other variant and the school must be the complete environment for the process happens with perfection. All school subjects must have an inclusive guideline with equal knowledge, not different for Physical Education. “We are equal before the law” is what the Human Rights Universal Declaration (1948, p.1) determines. However, there are some groups in society that need a greatest attention, due to their vulnerabilities. And among these groups, we can include disabled people (PwD's). In addition, these people need, as the others inserted in the society, a good formation.

To Silva (2006), social exclusion process of people with special education needs is as older as the man socialization. The society's structure since its beginnings always disabled the people with special education needs, marginalizing, hiding and depriving them of freedom. These people without rights, respect and attendance have always been prejudiced attitudes aim. There is still nowadays noted, in the classic literatures and even in the man history this discriminatory think, because it turns easier to pay attention to the impediments than to the potentials and capacities of such people.

Within of minorities that strive for the equal rights, being in your society or institutions like the school, there are deaf people. According to Sá (2011), for the school-age deaf society, the best methodological function arrangement is made of the articulation between the preponderant education, fundamental in deaf schools during the main turn and the inclusive in the extracurricular activities.

It is still not common look at the school this physical and pedagogic disposition, being frequently watched the deaf students in regular classrooms with the interpreter, these being secured as a vested right by law.

To corroborate with this whole inclusion process, the obligatory curriculum has the physical education subject that in addition to serve as a socialization important instrument, contributes to the student's biopsychomotor development (ALVES, et al, 2014).

The goal of this article is debate the physical education practice importance between the deaf people and their peculiarities in the school, the importance of the inclusion to mediate these discussions and the society look that, well directed, helps the deaf community in the insertion on diverse groups and social institutions.

2. Inclusive Education

In recent years are noted educators, parents, nationals and internationals movements looking for the common understanding to an inclusive education, promoting and implementing in the schools the special education needs people, aiming to rescue the human and dignity respect, in order to enable the entire development and the fundamental right to the education, keeping the opportunity to achieve and keep the apprenticeship adequate level. Having thus, access to the regular school.

According to the Montoan (1997) perspective, the inclusive education is an education public politic proposal to everyone, as per the students might study in a unique school, without teaching divisions, categorizations and modalities. The inclusive education might enter by the regular school, for having inclusion, the special education might absorbed by the regular education, but the school might pass by a transformation process to attend everyone.

Regular schools that have inclusive orientation and are the most effective means of combating discriminatory attitudes, create a welcoming community with bonds and affection. For that, it is necessary to organize training programs to the teachers and students during their graduation, because these teachers will be responsible for inclusion, making the learning of students with special education needs easier. According Vigotsky (2004), the unique educator able to form new reactions in the organism is your own experience. Just the one relationship that he acquired in his personal experience remains effective to him. And because of this purpose, the student personal experience becomes the pedagogical work's main base.

In accordance with Perrenoud (1997, p.32) the teacher who reappraise your work, create interest centers, extra activities, games, researches, collective works and varied workshops, not only has other attitudes, but has a more open work system. He still says:

Whatever is the previous selection grade, teaching is confront yourself with a heterogenic group. Teaching is ignore or recognize these differences, select them or try to neutralize them, concoct the success by the informal and formal evaluation way, construct routes and identity.

According to Kassar (2006), the preoccupation with the Brazil special education, earns visibility since 1961 with the first National Education Guidelines and Bases Law (n°4.024/61), that determined in the 88 and 89 articles about the exceptional education, guaranteeing, in this way, the education right.

Art. 88. The exceptional education should, inside the possibilities, frame itself in the general education system, in order to integrate them in the community.

Art. 89. Every private initiative considered efficient by the state education council, and relative for the exceptional education, will receive the public powers a special treatment by scholarships, loans and subventions.

The National Education Guidelines and Bases Law (NEGBL 9496/96) looked for specifics improvements to this public. The PwD's inclusion is disposed in the National Education Guidelines and Bases Law-NEGBL, in the chapter V, talks about the special education. In specific the Art. 59:

The teaching systems will guarantee to the special needs students:

I-résumés, methods, techniques, education resources and specific organization, to tend their needs.

II- specifics completions for those who cannot gain to the expected level for the fundamental education conclusion, because of their disability, and acceleration to conclude the gifted student school program in less time.

III- teachers with adequate specialization in a high or medium level, for the specialized attendance, as well as regular

education teachers qualified to the integration of these students in common classes.

IV- special education to the work, looking to its affective integration into life in society, including adequate conditions for those who have not revealed competitive work insertion capacity, though articulation with the willing official organs, as well as to those who presents a higher ability in artistic, intellectual or psychomotor areas.

V- Equalitarian access to the additional social programs benefits available to the regular education's respective level. (National Education Guidelines and Bases Law)

3. Deaf Society Education

With the deaf society inclusion in the educational sphere, the educational system come suffering changes and adaptations to receive these public who, until then, very rarely was find in the classroom.

The present deaf student foundation in the Brazilian legislation had a long passage that improved itself with the pass of years, elapsing laws, resolutions and reception to guarantee the deaf rights. As it was discovered the deaf culture, and for this sign language, the legislation was extending (MAINIEIRI, 2011; PERLIN and STROBEL, 2008).

In the Brazilian Constitution of 1967 there are some articles guaranteeing to the deaf the receive education right. In 1973 with the Special Education National Center creation the Brazilian government gave more attention to this specific population education, work before sending to the Non-governmental organization (NGO).

The documents already said in the article are some fruits of the civil society organization, searching the rights of their special needs components. Among the legislations specifically toward to the deaf clientele demand, have the right to the signal use, reflecting in the Law 10.436, of April 24th 2002, that:

Art. 1 º It is recognized as a great mean of communication and expression of Brazilian Sign Language-(known as “Libras”) and other expression resources and associated.

Unique paragraph. It is understand as Brazilian Sign Language-(Libras) the communication and expression form, which the linguistic system of visual-motor nature, with own grammatical structure, form a linguistic system of ideas and facts transmission, originating from deaf people communities in Brazil.

Other important contribution brought the governmental order 5.626 of December 22th 2005 that instituted to the deaf the sign language teaching, including identifying them as those that interact with the world by the visual experiences way, manifesting their culture mainly by the sign language use (PERLIN and STROBEL, 2008).

According to the Perlin and Strobel (2008) teaching, at the same time to this legislation appear a marking contrast where some conflicts are located in different theoretical contexts with the special education that attend the modern theory; the bilingualism fruit of the different conceptions that take to advances or resources, the Brazilian deaf are good protected by laws that serve by fundaments to the education.

These fundamentals were solidified with the governmental decree 5.626 of December 22th 2005 that intensify and rule these affirmations, even turning obligatory the sign language use not only to the deaf, but to the teachers who attend them as well as motivating the interpreter presence (PERLIN e STROBEL, 2008).

With the promulgation of the law nº 12.319, in September 1st 2010, was regulated the translate and interpreter profession of Brazilian Sign Language-(Libras). Among its articles, it is quote:

Art. 7o The interpreter might exercise his profession with technique stringency, managing the ethics that interested to him valuables, the respect to the human people and the deaf culture and, specially:

I- For the honesty and discretion, taking care of the information received confidentially;

II- For the performance free of race, religious belief, age, sex or sex orientation or gender prejudice;

III- For the impartiality and fidelity for the contents that fits yourself to translate

IV- For the adequate posture and conduct to the environment that attend because of the professional exercise;

V- For the solidarity and consequence that the expression right is a social right, regardless of social and economic condition of those who need it;

VI- For the deaf community specificity knowledge.

Currently the deaf community is supported by three main laws that not only govern the conduct norms to the teaching institutions, but help in the inclusion among the civil society. These legislations are very recent in the Brazil yet and many other determinations must still be made for the deaf person have conditions, respect rights more, and more, and be attended in their mother tongue.

4. Deaf student inclusion in the physical education class

The reception to all people currently is a recurrent speech, being for the State part that establish and enforce the laws that include those excluded from the society or being 'politically correct' fad that the institutions see themselves in the announce obligation.

But for having an effect inclusion, especially in the physical education area, should eliminate some still existent barriers and continually acquire knowledge and sensitize every atmospheres that circle the deaf and listeners with the propose of show that the inclusive education isn't only a right anymore, but a legal order by account of public politics (ALVES, et al., 2013)

For the listener students, a suggestion to work the deaf colleague inclusion is the sports practice simulating situations that they are momentarily private (partially) and voluntarily of the audition. Auricular protectors can be used, for example and then will practice the capacity of put yourself in other person place, with the empathy for the others, with your friend necessities perception. In this way maybe will be possible make a closer dimension to the real one so gradually achieve the necessary sensitization to the mentality change and solidification of an equanimous escolar society.

The Escolar Physical Education, in a recent past, showed a bigger compromising with the efficiency than with the social cooperation and student's integral development. In this way, turns more relevant and challenger treat about the deaf inclusion through the sports practice, because big part of the schools prepared to welcome deaf students in physical education classes fit to the medium class or high medium class (ALVES, et al., 2014).

The Physical Education (PE) role is not restricted o the revenue gain in cardiovascular activities and modes tends, as the muscular mass enlargement. A good example of PE psychosocial function can be demonstrated in the paralympics, where athletes could overcome their limits and increase self-esteem. According to Strapasson and Carniel (2007), the PE performance a function in the affective, social and intellectual development. Therefore, the PE treat the student without inequalities, helping in the self-esteem, in the higher confidence by the possibility created by the activity execution teacher and then, consequently, the effective inclusion.

(…) the democratization, and opportunities universalization might be thought in a real manner, according to the reality, without paternalist or protectionism acts, but looking for, the differences respect fact. It do not mean facilitate the access to,

education, leisure, housing and healthy to the inhabited conditions, but in reality, means offer equality ideals conditions. Think in this panorama is believe in the learning and producing knowledge potential capacity, in different people with different relating with the world forms and with the learning; is get to know, concretely, that exists the universalization beginnings. (ALVES, et al.,2013, p. 194)

The PE would not be always treated as a competitive activity that connect the student to the sportive yield and the technique only by the technique, because it becomes excluding. Isolate the less skilled ones, letting to perform your integral formation of the humans involved (ALVES, et al.,2013, p. 196).

5. Methodology

This research is of basic nature, because aim the contact with the subject without applying questionnaires or practical die studies, but theoretical.

According to Gerhardt and Silveira (2009, p.34), the basic research "objectify create new knowledge, useful to the Science advance, without previous practice application. Involve truths and universal interests".

As for the goals, this report methodology frames as explanatory because search the more familiarity contact with the investigation about the subject to become more clear to the scientific community. According to Gerhardt and Silveira (2009, p.35) "the vast majority of this researches involve bibliographic survey"; that is exactly the research that have as technique proceeding to be describe in the next paragraph.

The bibliographic survey do a selected search about the available literature and pertinent to the subject to lay the discussions foundation about the theme.

6. Final Considerations

The education process may be guided by inclusive practices, that is to say, it isn't only matriculate and insert the student in the classroom, but make the knowledge to be transmitted interact with the student's reality, according with their language and then develop the necessaries capacities to their formation.

There is a lot of discussion around the deaf inclusion theme and physical activities practice, and a little finalized action to become possible the physical education to this so singular community.

Alves et al. (2013), related that activities like gymnastic, dance and combat transmit feelings and behaviors that beyond to providing the physical education practice to inhabited people, subsidy the person in the civilizing process.

To the act of structuring and organization of a really inclusive school, it is necessary the continuum capacitation so that the teacher notice it and overwork your praxis observing the demand that comes to their cares and prepare a citizen with equal quality to different challenges that the contemporaneous world demand.

Bibliographic References

ALVES, Tássia Pereira et al. Representações de alunos surdos sobre a inclusão nas aulas de educação física. Revista Educação Especial, v. 27, n. 48, p. 65-78, 2014.

ALVES, Tássia Pereira et al. Inclusão de alunos com surdez na educação física escolar. Revista Eletrônica de Educação, v. 7, n. 3, p. 192-204, 2013.

BRASIL. Declaração Universal dos Direitos Humanos. Adotada e proclamada pela resolução 217ª (III), da Assembleia Geral das Nações Unidas em 10 de Dezembro de 1948. Disponível em: www.brasil.gov.br/sobre/cidadania/direito-do-cidadão/declaração-universal-dos-direitos-humanos. Acesso em Out/15

BRASIL. Lei nº 9.394, de 20 de dezembro de 1996. Lei de Diretrizes e Bases da Educação Nacional. Disponível em: http://portal.mec.gov.br/arquivos/pdf/ldb.pdf. Acesso em Out/15.

GERHARDT, Tatiana Engel; SILVEIRA, Denise Tolfo. Métodos de pesquisa. Porto Alegre: Editora da UFRGS, 2009.

HONORA, Márcia. Inclusão educacional de alunos com surdez: concepção e alfabetização. São Paulo: Cortez, 2014.

MAINIERI, Cláudia Mara Padilha. Desenvolvimento E Aprendizagem de Alunos Surdos: Cognitivo, Afetivo E Social. IESDE BRASIL SA, 2011.

MONTOAN, Maria T. E. (org.). A integração de pessoas com deficiência: contribuições para reflexão sobre o tema. São Paulo: Mennon: Senac, 1997.

PERLIN, G. STROBEL, K. L. Fundamentos da educação de surdos. Florianópolis: UFSC (2008). Disponível em: http://www.libras.ufsc.br/colecaoLetrasLibras/eixoFormacaoEspecifica/fundamentosDaEducacaoDeSurdos/assets/279/TEXTO_BASE-Fundamentos_Educ_Surdos.pdf Acesso em: 10 mai. 2016.

PERRENOUD, Philippe. Práticas pedagógicas na profissão docente e na formação.

Perspectivas sociológicas. 2 ed. Lisboa/Portugal: Dom Quixote, 1997.

SÁ, Nídia de. Surdos: qual escola? 22 ed. Manaus: Valer e Educa, 2011.

SILVA, Alessandra Frizzo da. Uma sociedade inclusivista para as famílias portadoras de membros com necessidade especial. Família, Saúde e Desenvolvimento, v. 8, n. 2, 2006.

STRAPASSON, Aline Miranda; CARNIEL, Franciele. A educação física na educação especial. Revista Digital, Buenos Aires, ano, v. 11, 2007.

STROBEL, K. L. Surdos: vestígios culturais não registrados na história. Florianópolis, 2008. Tese de Doutorado em Educação. Universidade Federal de Santa Catarina – UFSC. Disponível em http://www.cultura-sorda.org/wp-content/uploads/2015/06/Tesis_Strobel_20082.pdf. Acesso em: 01 mai. 2016.

STROBEL, K. L. História da educação de surdos. Florianópolis: Universidade Federal de Santa Catarina (2009). Disponível em: <http://www.libras.ufsc.br/colecaoLetrasLibras/eixoFormacaoEspecifica/historiaDaEducacaoDeSurdos/assets/258/TextoBase_HistoriaEducacaoSurdos.pdf. Acesso em: 02 mai. 2016.

VITGOSKY, Lev-Semenovich. Psicologia pedagógica. 2 ed. São Paulo: Martins Fontes, 2004.

THE SCHOOL PROMOTING A CIVILIZER PROCESS IN THE INCLUSION OF THE DEAF STUDENT IN THE PHYSICAL EDUCATION CLASS

Abstract

The present article searched analyze the current legislation that broach about inclusion, specially the deaf people inclusion. To the deaf community talking about school age the best methodological arrangement is being in deaf schools during the main turn and the inclusive in the extracurricular activities. The obligatory curriculum of all schools have the Physical

Education subject that contributes as a socialization and student's biopsychomotor development instrument. This article purpose is debate the inclusion importance to mediate this discussions and the society's view that, well directed, helps the deaf community in the diverse groups and social institutions insertion. The methodology used was the basic nature and exploratory research. It is conclude the developed society, in the middle of the third Millennium, discuss the deaf inclusion and sports practice theme, but little effective actions made the physic education practice possible to this community. To let this lawsuit happen, it is total relevance and interest of all society the investment in the teacher formation in a continuous form to the teacher' possibility to observe their students and their praxis, and overwork in a creative and appropriated form, because they are responsible by preparing their students to the modernity challenges.

Key Words: Inclusive School. Deaf Education. Deaf Physical Education.

L'ÉCOLE EN PROMOUVANT UN PROCESSUS CIVILISATEUR DANS L'INCLUSION DU ÉTUDIANT SOURD À LA CLASSE D'ÉCUCATION PHYSIQUE

Résumé

Cet article a cherché à analyser la législation actuelle qui traite de l'inclusion, en particulier, l'inclusion des personnes sourdes. Pour une communauté sourde à l'âge scolaire, la meilleure méthode est être dans les écoles pour les sourdes pendant le principal tour et être dans l'école inclusive dans un autre tour. La grille scolaire obligatoire de toutes les écoles a la discipline d'éducation physique qui contribue comme un outil pour la socialisation et le développement biopsychomoteur des étudiants. L'objectif de cet article est débattre l'importance de la pratique de la activité physique entre les surdes et ses particularités à l'école, ainsi que l'importance de l'inclusion comme médiation pour ces discussions et le regard de la société que, bien dirigée, contribue la communauté sourde à l'insertion dans plusieurs groupes et institutions. La méthodologie utilisée a été une recherche fondamentale et exploratoire. On conclut que la societé mature, en pleine troisième millénaire, discute le thème de l'inclusion pour les sourdes et la pratique sportive, mais peu d'actions effectivement fait possible la réalisation de l'éducation physique pour cette communauté. Pour que ces revendications processus se produisent, il est d'une grande pertinence pour toute la société l'investissement dans la formation des enseignants en continue, de sorte que ces enseignants permettent d'observer leurs pratiques et se préparer de façon créative et appropriée, car ils sont les responsables dans la préparation des enseignants pour les défis de la modernité.

Mots-clés: L'école inclusive. L'enseignement pours les sourdes. L'éducation physique pour le sourdes

LA ESCUELA PROMOVIENDO UN PROCESO CIVILIZADOR EN LA INCLUSIÓN DE LOS ALUMNOS SORDOS EN LA CLASE DE EDUCACIÓN FÍSICA

Resumen

El artículo que se presenta buscó analizar la legislación actual que discurre sobre la inclusión, en especial de personas sordas. Para la comunidad sorda en edad de escolarización la mejor disposición metodológica es estar en escuelas para sordos durante el turno principal y la escuela inclusiva en el contra turno. El plan de estudios obligatorio de todas las escuelas tiene la asignatura de Educación Física que contribuye como una herramienta de socialización y desarrollo biopsicomotor de los alumnos. El objetivo de este artículo es debatir la importancia de la actividad física entre las personas sordas y sus peculiaridades en la escuela, así como la importancia de la inclusión para mediar estas discusiones y la visión de la sociedad, bien dirigida, ayuda a la comunidad sorda en la inserción en los distintos grupos e instituciones sociales. La metodología utilizada fue la investigación de naturaleza básica y exploratoria. Se concluye que la sociedad madura, ya en el tercer milenio, discute el tema de la inclusión de los sordos y la práctica de deportes, pero todavía hay pocas acciones que efectivamente hacen posible la práctica de la educación física para esta comunidad. Para que estas peticiones ocurran, es de suma relevancia e interés de toda la sociedad la inversión en la formación de maestros de manera continuada, que permita a los profesores observar sus propias prácticas docentes y reinventarse de manera creativa y apropiada, ya que son responsables por preparar a sus alumnos para desafíos de la modernidad.

Palabras llave: Escuela inclusiva. Enseñanza para sordos. Educación Física para sordos.

A ESCOLA PROMOVENDO UM PROCESSO CIVILIZADOR NA INCLUSÃO DO ALUNO SURDO NA AULA DE EDUCAÇÃO FÍSICA

Resumo

O presente artigo buscou analisar a legislação atual que discorre sobre inclusão, em especial a inclusão de pessoas surdas. Para a comunidade surda em idade escolar o melhor arranjo metodológico é estar em escolas para surdos durante o turno principal e a inclusiva no contraturno. A grade curricular obrigatória de todas as escolas possui a disciplina de Educação Física que contribui como uma ferramenta para a socialização e o desenvolvimento biopsicomotor dos alunos. O objetivo desse artigo é debater a importância da prática da atividade física entre os surdos e suas peculiaridades na escola, bem como a importância da inclusão para mediar estas discussões e o olhar da sociedade que, bem direcionado, auxilia a comunidade surda na inserção nos diversos grupos e instituições sociais. A metodologia utilizada foi a pesquisa de natureza básica e exploratória. Conclui-se que a sociedade amadurecida, em pleno terceiro milênio, discute o tema inclusão de surdos e a prática de esportes, mas poucas ações efetivamente tornam possíveis a prática de educação física para essa comunidade. Para que esses pleitos aconteçam, é de suma relevância e interesse de toda sociedade o investimento na formação dos docentes de maneira continuada para que professores possibilitem observar suas práxis e se reelaborarem de forma criativa e apropriada, pois são responsáveis por preparar os seus alunos para os desafios da modernidade.

Palavras Chaves: Escola Inclusiva. Ensino para Surdos. Educação Física para Surdos.